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ABSTRACT

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations, but with teaching activities. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guides contain many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The story and activities in this guide are based on the story of Juan Carlos, who comes to New York from the Dominican Republic. His life is followed from his early years in the Dominican Republic until he is close to graduation from high school. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area. (SLD)

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IN SEARCH OF A BRIGHT FUTURE

A Dominican Immigration Story

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A Learner-Centered Model Guide for Teachers

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In Search of a Bright Future

A Dominican Immigration Story

A LEARNER-CENTERED MODEL

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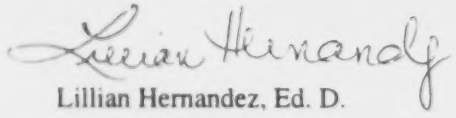
Preface

Several reports on the state of our schools made it imperative to look into school reform that would allow the diverse populations of students we serve to learn and to succeed in our public schools. The restructuring efforts have taken many forms; and they have entailed paradigm shifts or changes in our mindsets. The learner-centered model we are presenting takes into account the latest in pedagogy and research on effective schools and on how students best learn.

This publication represents part of our effort to offer our diverse student population opportunities for a quality and equitable education.



Lillian Hernandez, Ed. D.
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Noemí Carrera Herendeen, Director, Office of Bilingual Curriculum and Instructional Services, was a principal writer and editor, and supervised the overall preparation of this guide for educators.

Other writers who made major contributions were Alaire Mitchell and Carmen Dinos, to whom we offer our heartfelt gratitude.

We wish to express our sincere gratitude to Juan A. Lantigua, who interviewed a former student, Juan Carlos Abreu. He felt that this student was a good candidate to have his story included in our Dominican guide since he had excelled in his class. We also thank Juan Carlos for agreeing to be interviewed, and allowing us to use his story as an example of the many stories we hope will be written by other Dominicans.

This publication and others in the Learner-Centered Model series had many other contributors. There were many periods of brainstorming, discussion and researching in order for the series to be accomplished. Among the educators who were special contributors during this period were Nivia Vilá Alvarez and Hilda Medina. Their ideas and encouragement were always appreciated.

The following educators reviewed the material and gave us valuable feedback: Jaime Aquino, Anthony J. Armada, Carmen Gloria Burgos, Madeline Castañeda, Carmen Jiménez and Juan A. Lantigua.

The special artwork for the guide was done by Ana Soto, a renowned artist, who researched the Dominican reality and worked with Dominican educators and parents in order to depict the scenes in the story as historically and culturally accurate as possible. She also did the layout of the guide. We thank her for contributing her talent.

A group of parents have been true partners in this effort. We are grateful for the comments and recommendations to improve the guide given to us by the following parents: Rosa Fenton, Juana and Segundo Reynoso, María Elena Khochaiche, Moisés Guerrero, Demetrio Rodríguez and Luz Yolanda Coca..

We appreciate the work done by Migdalia Gloria, who typed the manuscript and graciously made the many changes that were necessary before the guide could be published.

Thank you to all for being a great team!

INTRODUCTION

In this learner-centered model, we at the Division of Billingual Education, are following the recommendations of current research, which places the learner as the central figure in the teaching-learning process. We have expanded this vision by placing the learner at the core of curriculum development, using a thematic and interdisciplinary approach. A theme is explored for the diversity of background experiences and the commonalities of the learners. This exploration, in turn, should lead to literate classrooms and students, educators and parents as authors. By means of various activities such as reading aloud, storytelling, drama and others, we intend to motivate and empower students to become lifelong readers, writers and learners.

Since curriculum, instruction and professional development are interconnected, a learner-centered environment requires that educators and parents become facilitators who actively spark the desire to learn and who also accept their own role as learners. As a consequence, both student, teacher and parent also play roles as researchers.

A major goal of the learner-centered model is to build a community of learners where students, teachers, parents and the rest of the school community find in the school a climate that is conducive to learning. The theories and philosophies on which this model is mainly based are those of Paulo Freire and other well-known transformative educators and researchers such as Jim Cummins, Sonia Nieto, James Banks and Alma Flor Ada, among others.

All human beings have a capacity to learn, to think critically, and to act to bring about social change. Within the rich cultural environment that learners in our city are immersed, all learners can begin to understand reality from multiple multicultural perspectives which, in turn, can be conducive to better human understanding and a better world.

The learner-centered model encourages approaches which have proved successful in effective schools, among which are: whole language, cooperative learning, thematic/interdisciplinary, holistic and experiential, hands-on approaches, taking into account a variety of learning styles, multiple intelligences, and using the writing process technique.

Our students and their parents bring with them rich experiences, whether they have had formal schooling or not. Learning that is connected to real life and which taps the resources they bring can empower them as learners. They also have a great deal to teach all of us - about their countries, their cultures, their own life experiences.

A second major goal of this learner-centered model is to encourage the entire school community to become authors of their own stories of migration/immigration and other experiences. These stories can become part of the collections of classroom and school libraries. They will contain the histories of children, teachers, parents and other significant others in the lives of our children, thereby, also contributing to the writing of history in New York and the United States.

We would welcome your sharing with us your experiences with the learner-centered model, as well as your writings.

In Search of a Bright Future: A Dominican Immigration Story, is part of a series of guides for teachers in which the Division of Bilingual Education presents a learner-centered model where the learner sees himself or herself in the story. Learners are able to relive their own experiences when they left their own countries and migrated to the United States. In the case of those born in the United States, they can recall the experiences told to them by parents or grandparents of their own migration experiences.

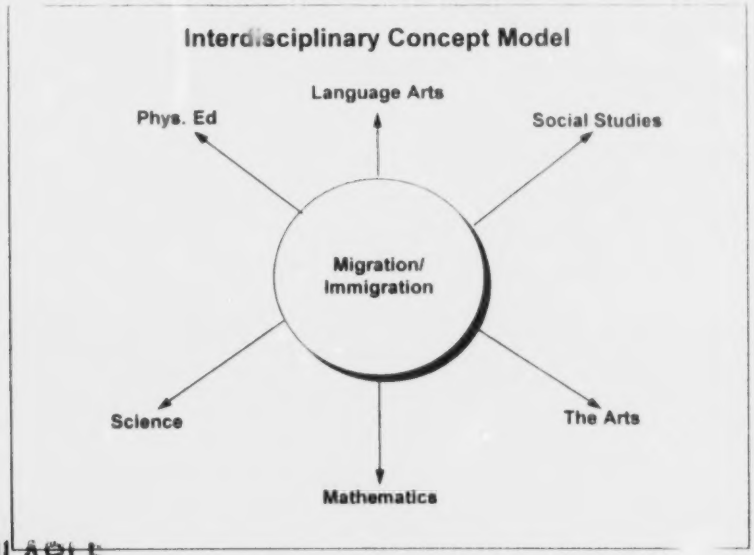
We have chosen the theme of migration/immigration because of the commonalities of experiences as well as the differences. Each guide contains two versions of the same story: a shorter version with illustrations, and a longer version with few or no illustrations. It is up to the teacher to decide which version would better serve his/her population. You will find that adults enjoy listening to the stories as much as the children.

The model begins with the reading aloud of the story. This is meant to reach the listener both cognitively and affectively. A listener does not have to be concerned with the vocabulary or with his/her ability to read. Since each of the stories engages the listener, a great deal of discussion ensues, which is what we hope for. Each story serves as a catalyst, as a spark that awakens interest in the learner to know more, to compare his/her experiences with others, to share his/her knowledge with the teacher and his/her peers.

From the story learners will connect many of the experiences to the different disciplines: language arts, mathematics, science, social studies, the arts, health and physical education and other subject areas.

The guides contain many suggested activities using cooperative learning, hands-on experiences, group and individual work, doing research in libraries, with parents, neighbors and community organizations, and so forth.

The thematic/interdisciplinary model we are using has been adapted from Heidi Hayes Jacob's model (Jacobs and Borland: 1986). They describe the Interdisciplinary Concept Model as "a systematic approach to the development of interdisciplinary units at all levels of instruction. The framework remains consistent regardless of the age of the students. You will recognize the historical roots of this approach from such concepts as the integrated curriculum, core curriculum, webbing strategies, and inquiry techniques" (Jacobs and Borland: 1986, p. 54)



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In our exercises we have referred to Bloom's Taxonomy (1956) in order to offer students a variety of experiences, as well as involve them in higher order thinking. We have also taken from James A. Banks, Levels of Integration of Ethnic Content, in "Approaches to Multicultural Curriculum Reform" (James A. Banks: Multicultural Leader, Vol. 1, No.2, Spring 1988) in our hopes that we can reach the highest level, The Decision-Making and Social Action Approach, thus enabling students "to view concepts, issues, themes, and problems from several ethnic perspectives and points of view," as well as requiring students "to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit" (p. 2).

We have also tried to learn from industry in looking at educational reform. We have kept in mind the principles of Total Quality Management (TQM) which "emphasizes the advantages of teamwork, of investing in ongoing training for all employees to increase their value to the company, of an insistence that research and employee-gathered data guide and inform every decision and every improvement effort" ("Transforming Schools Through Total Quality Education," Phi Delta Kappan, January 1993). The TQM principles are: maintain constancy of purpose, know and address the customers, plan for quality, monitor progress toward outcomes, and provide staff development.

Since authentic learning requires authentic assessment, we have explored this topic in Appendix A, along with samples of portfolio and other types of authentic assessment. We also offer tips on how to involve parents/caregivers and keep them informed of their youngsters' progress.

We hope our publications will encourage the building of a community of learners in every school.

Noemí Carrera Herendeen

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Teaching Activities
for
The Illustrated Story

Teaching Activities for the Illustrated Story

These activities are based on a story of Juan Carlos, who comes to New York City from the Dominican Republic. The story tells about Juan Carlos' early life in the Cibao region of the Dominican Republic and his life in New York City through the time he is close to graduation from high school.

It is very important that you allow the responses of the children to dictate how the story is used. For example, in Pre-K, the children may want to talk only about one picture and to listen to you tell that part of the story. Older students may want to listen to a reading of the whole story. Not all classes will respond in the same way. Use the story only in ways that interest the students.

Objectives

Students will be able to:

- listen to a story for enjoyment
- discuss feelings about moving to a new country
- explore what they miss about their native countries

Development

- Hold up the first picture and explore what the children see. Depending on the level of the class, tell or read that part of the story, continuing as long as interest is sustained. Encourage the children to ask questions and create their own answers if the story does not explain what they are asking.
- At various points in the story, ask the children to share their experiences and draw comparisons with Juan Carlos' story.
- Tie various learning activities into the story. For example, ask the children, what special places and activities do you miss? How is the United States different from what you expected when you arrived here?
- Invite parents to contribute by sharing information about their cultures and their countries.

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Follow-up Activities

- Have children draw pictures of their own stories about moving to this country or to a new home. Have them tell their stories to a partner or a small group. When they are ready, help the children to write (or write for them) what the pictures show.

- Make a class book of the children's pictures or have children make books of their own stories.

- Write the names of the children and the names of their countries in small flags (older children may want to make copies of the actual flags) and pin them on a large outline map of the world.

- Have the children locate the Dominican Republic on a map or globe, and then identify other countries that are in the Caribbean. Extend the activity to identifying the languages spoken in the different countries.

- Discuss how farmers take care of plants. Start a garden in the class and discuss what plants will need in order to grow. Explore which plants must be indoors in winter, and why they can grow outside in tropical climates. Relate the needs of farm plants to plants in the classroom.

- Bring in tropical fruits or other products that are grown in the Dominican Republic. Have the children share the fruit at snack time, and discuss where the fruit are grown besides the Dominican Republic.

- Bring in pictures for children to cut out and paste onto paper for making collages about their own countries.

- Discuss the writing of letters to family and friends living far away. Older children may want to write letters with your help or that of classmates.

- Make a chart that shows how to say common phrases and greetings in the languages of the children in the class. Have each child contribute a word or a phrase and allow time to practice saying "good morning" and other phrases in the different languages.

- Older children may keep a record of the weather in New York City and in the Dominican Republic. Help them in charting the differences in temperatures for a particular period.

In Search of a Bright Future

A Story about Juan Carlos Abreu
By Noemí Carrera Herendeen
Illustrated by Ana Soto

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When I was four years old, my brother, my sister and I went to live with my grandparents on their farm in the Cibao region of the Dominican Republic. My mother went to work in New York.

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We were very poor, but we had fun. My brother and I rode horseback. Sometimes we went up to the mountains.

We swam in the river. We dived from high rocks.

We also caught crabs.

When the mangoes were ripe, we picked them from a big tree in my grandparents' farm. We ate mangoes until our faces were covered with juice.

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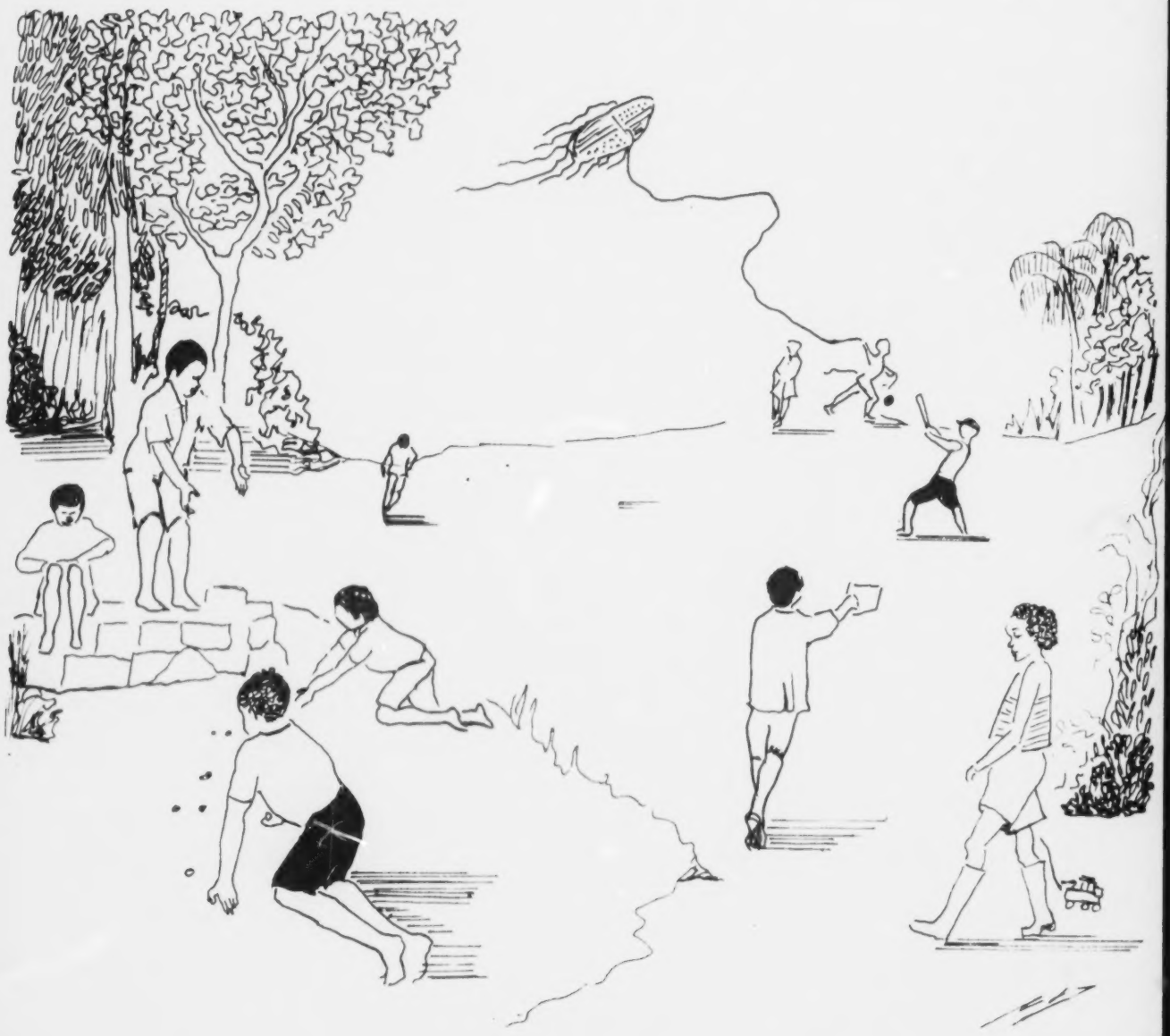
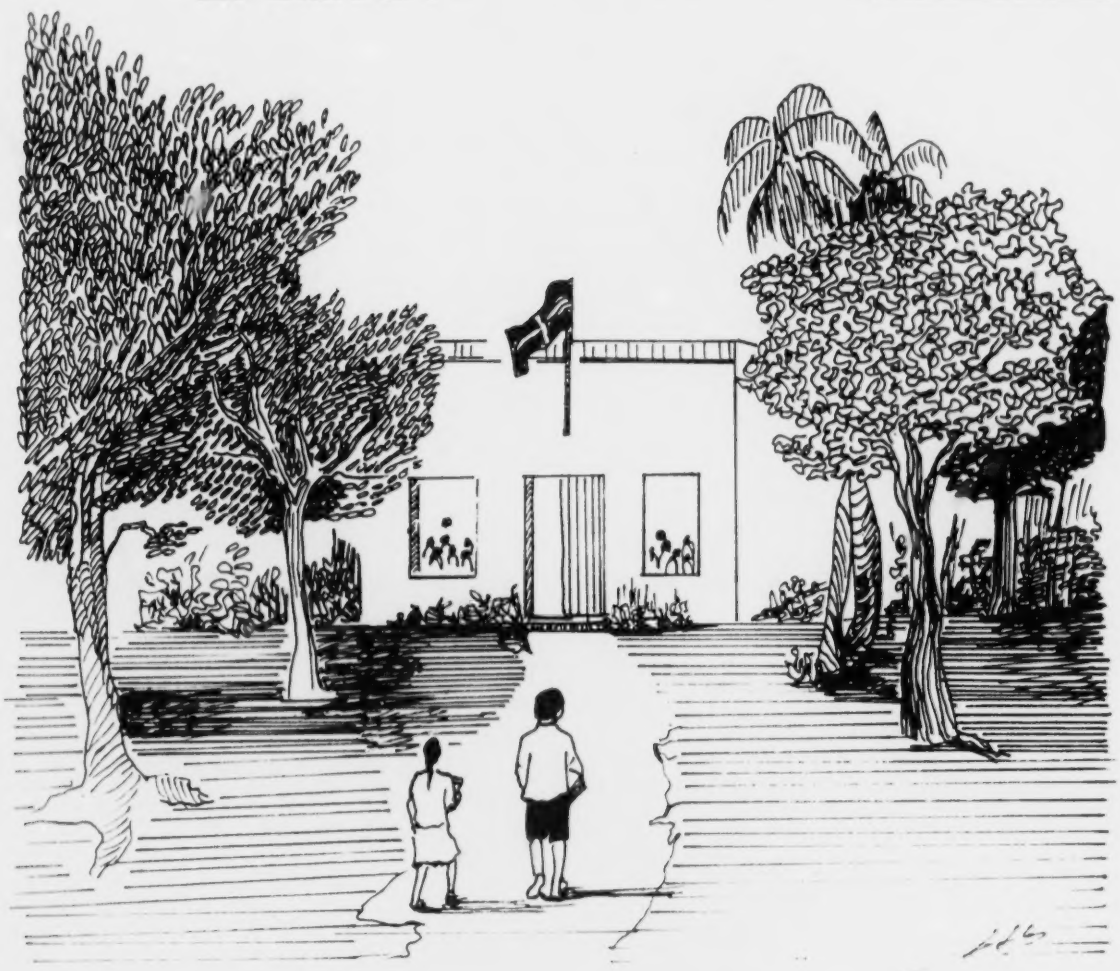
We played many games. We played marbles. We flew kites in the wind. We also played baseball. Baseball is a very special game in the Dominican Republic. I dreamed about someday becoming a Big League player.



We also helped my grandfather on the farm. We grew beans, corn, *yuca*, and plantains.

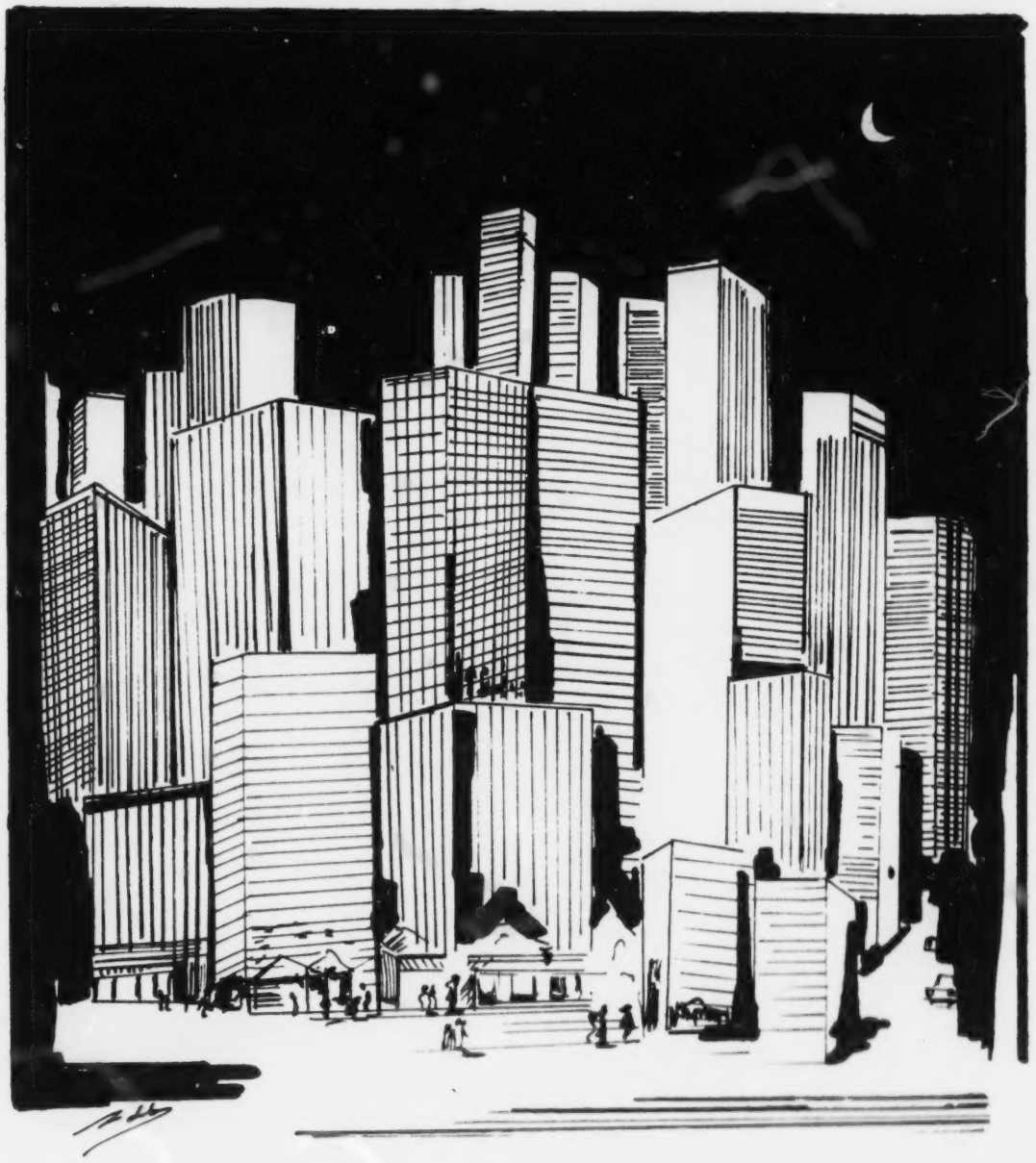
We went to a small school where we knew everyone. The teachers were nice, but very strict. They treated us like their own children, and wanted us to learn.



One day, while we were at the market, my grandfather said to me: "Juan Carlos, you, your brother and sister will soon be going to the United States to live with your mother." I felt very happy.

I said goodbye to my grandparents. It was very hard to leave them. I promised that I would soon come back to the Dominican Republic to see them.

When we arrived, New York looked beautiful! It was nighttime, and the city was all shining with lights. "Oh, New York is a great place! Everything is going to be easy for me," I thought.



My mother was very happy to see us.

The next day, when I went outside, New York was not the way I had imagined it. There were many tall buildings, but no trees. The streets were crowded.

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We helped our mother with household chores.

We became a close-knit family.

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My school in New York was so big! There were many children.
I went to a bilingual class.

Learning English was hard; but I tried to speak it even if I did not know what I was saying. My friends helped me, and my English-as-a-Second Language teacher gave me special work.

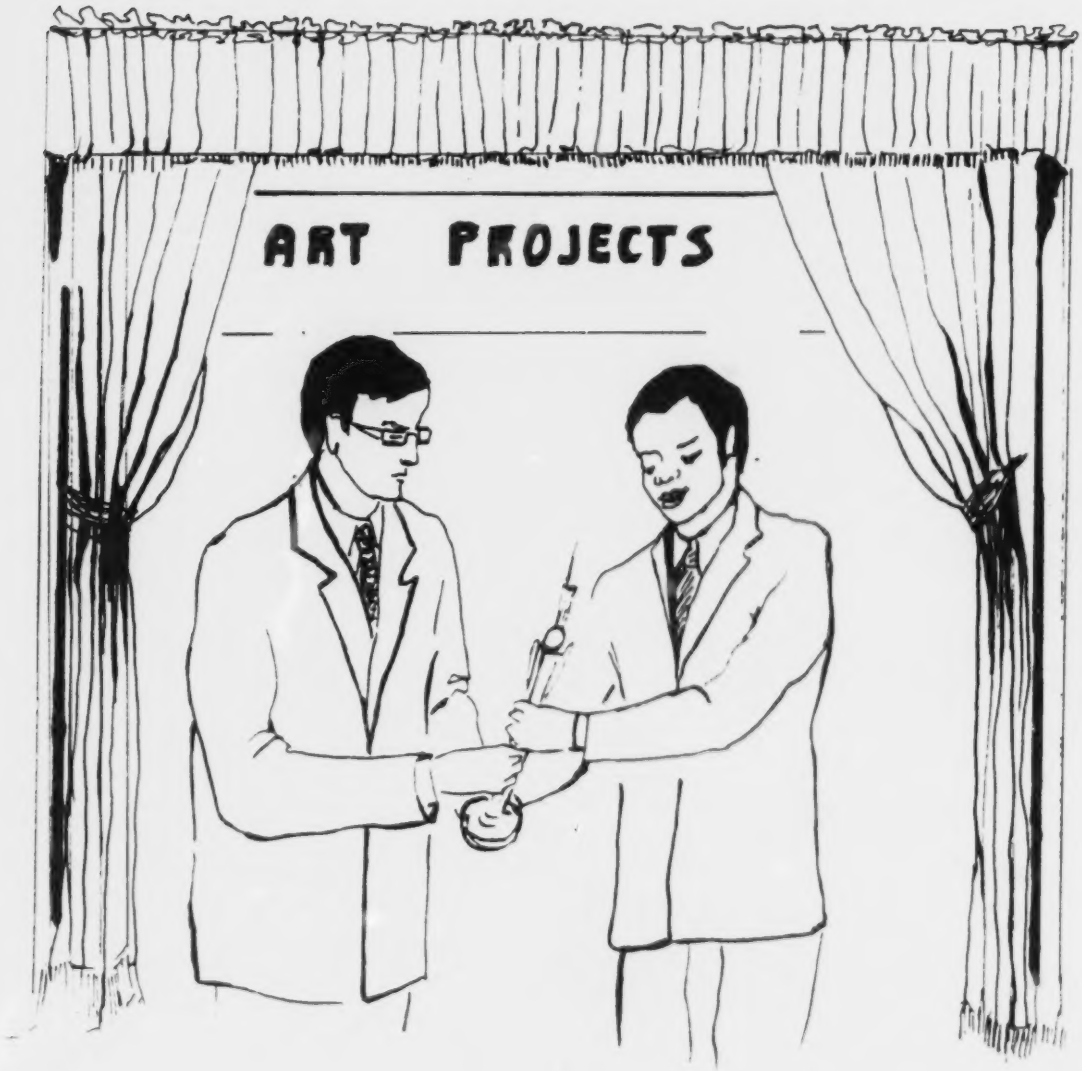
The students in school liked hamburgers very much. I thought that was strange.

"Give me white rice with red beans and some beef." That's my favorite dish. But I must admit that I am starting to like hamburgers now.

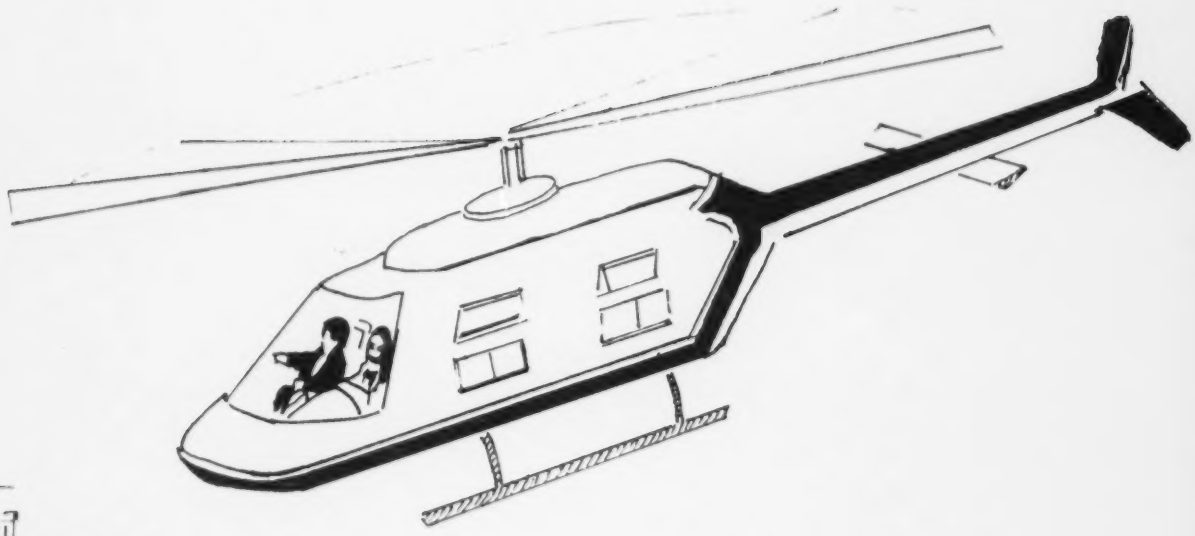
I got used to New York. I found some nice places to go to such as museums and parks.

After school, I played baseball with my friends.

Since I am a good student, I have won many awards.



I won first prize in an art contest. The prize was a ride over the city in a helicopter.



I also won a trip to Russia. I saw places like the Kremlin.
I learned a lot on that trip.

Another prize was a scholarship to study computers on Saturdays at a special school.

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Last summer, I worked in a hospital. I met many people. They encouraged me. They said, "Stay in school, continue being a good student, and you will have a bright future." I am not sure yet what I want to be. Maybe I will be an illustrator or maybe I will do TV commercials with a computer.

I want a bright future. I want to be proud of my work. I also want my family to be proud of me. I know I can have a good future if I stay in school and work hard. Everyone can have a bright future!

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In Search of a Bright Future
Teaching Activities

Longer Version

Overview for Teaching Activities 1-5

The story, **"In Search of a Bright Future "** presents the theme of immigration, which is at the heart of the Dominican experience in New York. First read the story aloud to the class, showing the pictures as appropriate. Choose stopping points for a brief discussion based on the students' reactions and on time constraints. Discussion questions for each section of the story are listed at the end of each student reading.

After the students have listened to and discussed the story the first time, distribute the student reading sheets so that students can read the sections themselves and complete the related activities. Each section of the story has one or more activity sheets that follow the student reading. These activities and questions cross many subject areas: geography and mapping activities, mathematics, communication arts, social studies, science, health and physical education, art and music. (At the back of this guide is a section that lists the activities by subject area.) Select those activities most appropriate for your students.

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Teachers Copy

In Search of a Bright Future

I lived with my grandparents in Jarabacoa, in the Cibao Region of the Dominican Republic from the time I was four until I was eleven years old. I helped my grandfather on the farm. We grew beans, corn, yuca and plantains. We were very poor, and we worked very hard; but we felt happy.

I remember when my brother, my friend Wilson and I rode horseback. I loved riding horses! We went everywhere... We swam in the river; we climbed up to the mountaintops... After school, when the mangos were ripe, we climbed a big mango tree in my grandfather's farm to pick mangos. We ate and ate mangos until we could not look at another one.

We played marbles and flew kites in the wind. At times we played baseball, and dreamed of becoming Big League players someday. As you all know, baseball is a big sport in the Dominican Republic.

My parents separated when I was four. My mother went to New York, seeking a better life. My father lived in a small town next to ours, La Vega. Sometimes my brother, sister and I visited him. At other times, he visited us at our grandparent's home.

I have fond memories of my little school in the Dominican Republic. The teachers were like parents to us. They were strict; but they wanted the best for us, and they wanted us to learn. I went to that little school from kindergarten to the fourth grade.

(End of Student Reading 1)

Teachers Copy

In Search of a Bright Future

Our immigration documents arrived when I was eleven. Now we could travel to the United States to be with our mother. As soon as she knew that we had our immigration papers, she sent us airplane tickets. I wanted to travel to the Great City; but it was very difficult for me to leave the home where I was raised. I never imagined how difficult it would be until the day I left.

At that time, I liked the song "Madre Mía". I sang that song to my grandmother before I left. This song is about a son who says goodbye to his mother, but promises to return.

"Madre Mía"

sung by Sergio Vargas

No te preocupes, madre mía
le decía mientras lloraba.

Nos miramos con sentimiento;
y le dije que me marchaba.

Es la primera vez que te vas de mí,
decía mi madre al verme partir.

Es la primera vez que te vas de mí.
Sus ojos brillaban de tanto sufrir.

Es la primera vez que te vas de mí.
¡Qué pena y qué dolor!
¡Qué manera de sufrir!

Es la primera vez que te vas de mí.
Madre mía, deja de llorar
que muy pronto quiero regresar.

Voy en búsqueda de mi porvenir
y una vida digna, digna para ti.

My Mother*

Don't worry, Mother dear,
I said to her while crying.

We looked at each other with feeling
And I told her I was leaving.

It's the first time you'll be leaving me,
My Mother said as she saw me leave.

It's the first time you will be leaving me.
Her eyes were shining from so much crying.

It's the first time you'll be leaving me.
How sad, how it hurts,
It's a heartache to me.

It's the first time you'll be leaving me.
Mother, please, please stop your tears,
For soon I will return to you.

I'm leaving in search of a future so bright,
A life with dignity, with dignity for you.

*Translated by Noemí Carrera Herendeen

(End of Student Reading 2)

Teachers Copy

In Search of a Bright Future

We arrived in New York on September 11, 1987. It was nighttime, and the city was in all its splendor, full of lights. "I arrived in paradise," I thought. I thought this was a golden city where everything would come easy for everyone. When I woke up the next morning, everything looked different.

When I walked through my neighborhood, in Upper Manhattan, I saw many things I did not like... abandoned buildings, sale of drugs on the street... I never imagined such a thing! I felt scared.

But, how wonderful it was to be with my mother! We became a tight-knit family. Yet, I missed my grandparents, who were like parents to me for many years. I write to them often, and call them on the phone once in a while.

(End of Student Reading 3)

Teachers Copy

In Search of a Bright Future

Changing schools was hard for me. Everything was difficult. Some students, inside and outside of school, tried to provoke me to see if I would get into trouble. But, I must say that other students were kind and helped me a great deal. My classmates were Dominican, Puerto Rican and Mexican, and soon I had new friends.

I received a lot of help from my neighbors, also. They took an interest in me and gave me good advice: "Get a good education, and you will reach your goals," they said.

It was difficult to learn English, but I had to learn it. I tried to speak English every chance I got even if I was not sure of what I was saying. My friends helped me. They corrected me; and that helped me learn. I was also lucky because I had a good English-as-a-Second-Language teacher. She sometimes gave me special help. The beginning was hard; but I won the battle. I knew that problems are there to be solved.

Another thing that I found strange was the food. All the other students loved hamburgers. But my favorite food is what we call "the Dominican flag" - white rice, red beans and beef. But, I must admit, I am starting to like hamburgers.

(End of Student Reading 4)

Teachers Copy

In Search of a Bright Future

After living in New York for a while, I was able to travel outside my neighborhood. I went to museums and parks. I also visited places outside the city that reminded me of my hometown. Life in new York is not easy. But there are many things to see. Since I enjoy sports, sometimes I play baseball and American football after school.

I went back to the Dominican Republic after two years in New York. It was wonderful to see my grandparents and my friends again! I had a great time. But thinking about it, I realized that my future was in New York. I still miss my grandparents, and I will always love my country, but it is important that I continue my studies.

In New York, I have many opportunities to study a profession. I am a good student, so I can get a scholarship. I also can work after school. So far, I have had special opportunities because I am a good student; for example, I visited Russia with all expenses paid by my school district. I have won several science and art awards. I won first prize in an art contest. The prize was a trip around the city in a helicopter!

I am in high school now. I attend the School of Fashion Industries, and hope to graduate this year. I won a scholarship to study art on Saturdays at the School of Visual Arts.

(End of Student Reading 5)

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In Search of a Bright Future

Last summer I worked in a hospital. I met people from different ethnic groups. They all gave me good advice: "Continue your schooling, and you will have success." They also said to me: "Be careful with drugs and alcohol. Vices will not lead to anything good."

Since I have talent in art, I am going to combine that talent with graphic arts. On Saturdays, I also study computers. With all that experience I can choose to work as an illustrator or I can do television commercials using computers. I have promised myself that there will soon be a professional in my family, and I am going to be the one!

I know that my dreams can come true. I also know that other children's dreams can become a reality if they continue their studies and don't get involved in vices. It is important to choose one's friends well, and to think before acting. "An ounce of prevention is worth a pound of cure," as the saying goes.

I want to live a full life and do something that will bring pride both to me and to my family. That is why I say that it is important to always be alert and choose a productive life because "the shrimp that falls asleep is taken away by the current."

(The End)

Teaching Activity 1

Objectives

Students will be able to

- compare and contrast city and country activities
- evaluate the advantages of urban and rural life for children

Development

- After reading the story aloud, briefly discuss it and have students share their reactions. You may want to ask students questions such as the following:
  - What are some activities that children can enjoy in the country? How are the activities of children in the city different from those in the country?
- Distribute **Student Reading 1** and have students respond to some of the discussion questions.

Ask the following questions:

- Would you enjoy the activities that Juan Carlos mentions in the story? Which one would you enjoy most? Why?
- Which games do you play today? Which sports interest you?

- Distribute **Student Activity 1A, "Country Life/City Life."** Have students discuss their answers and combine all contributions on the activity sheets. The last question should be answered individually.
- Have different groups share their answers and compare and contrast their ideas.
- If time permits, discuss the experiences students have had with farm work. Distribute **Student Activity 1B, "Farm Work."** Guide the discussion so that students understand the basics of growing crops: planting, weeding, irrigating or watering if there is not enough rain, harvesting the crop and transporting it to market.
- After the discussion have students write their answers or illustrate the process by a sequence of drawings of a particular crop.

Follow-up Activities

Students can:

- Make a poster or illustrated book about farm and/or city activities.
- Stage a panel discussion about the advantages of living in the country or in the city.
- Interview their classmates about their favorite games and make a graph of the results.
- Teach a group of students a game played in their countries.
- Research the Dominican contribution to baseball or the record of a particular player. (Note that **Activity 9** provides information on a number of Dominican players.)
- Prepare product maps of crops grown in the Dominican Republic. Create a legend for the map.
- Research and report how ***yuca*** is used and where it is grown.
- Make a chart of products and, by interviewing other students or parents, find out in which other countries the products are grown. Add the names of these countries to the chart.
- Find the name of these products in several languages.
- Visit a local grocery store, and make a list of products that may have come from the Dominican Republic. If possible, ask the grocer for help.

Student Reading 1

In Search of a Bright Future

I lived with my grandparents in Jarabacoa, in the Cibao Region of the Dominican Republic from the time I was four until I was eleven years old. I helped my grandfather on the farm. We grew beans, corn, yuca and plantains. We were very poor, and we worked very hard; but we were happy.

I remember when my brother, my friend Wilson and I rode horseback. I loved riding horses! We went everywhere... We swam in the river; we climbed up to the mountaintops... After school, when the mangos were ripe, we climbed a big mango tree in my grandfather's farm to pick mangos. We ate and ate mangos until we could not look at another one.

We played marbles and flew kites in the wind. At times we played baseball, and dreamed of becoming Big League players someday. As you all know, baseball is a big sport in the Dominican Republic.

My parents separated when I was four. My mother went to New York, seeking a better life. My father lived in a small town next to ours, La Vega. Sometimes my brother, sister and I visited him. At other times, he visited us at our grandparent's home.

I have fond memories of my little school in the Dominican Republic. The teachers were like parents to us. They were strict; but they wanted the best for us, and they wanted us to learn. I went to that little school from kindergarten to the fourth grade.

(End of Student Reading 1)

Discussion Questions:

- How is life on a farm fun for children? How is it hard?
- How do the games that Juan Carlos played compare with those you played when you were younger? How do they compare with those you play now?
- Do you think television has changed children's lives? If so, how?
- Do you prefer life in the country or life in a city? Why? What are the advantages of each place?
- What does Juan Carlos mean when he says that baseball is a special game in the Dominican Republic?
- Juan Carlos liked his teachers even though they were strict. What characteristics do you like in your teachers? Why?

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Student Activity 1A

Country Life/City Life

Directions: From the story and from your own experiences list the things you like about living in the country and the things you like about living in the city.

Things I like about living in the country

Things I like about living in the city

Would you rather live in the country or in the city? Why?

Student Activity 1B

Farm Work

Directions: In cooperative groups, list three products that were grown in Juan Carlos's grandparents' farm. What work would be needed to bring each product to the market?

Product: **Work Needed to Bring the Product to Market**

1. _____ _____
_____
_____
_____

2. _____ _____
_____
_____
_____

3. _____ _____
_____
_____
_____

Present your group's findings to the class. Compare your findings with other groups.

Teaching Activity 2

Objectives

Students will be able to

- identify common feelings about leaving home and moving to a new place

Development

- If possible bring a tape of the song "Madre Mía" and have the class listen as they read the lyrics in Spanish. You may want to use the English translation or have the children discuss how to translate the lyrics. The song is a merengue and the students may demonstrate the dance as well.

- Divide the class into partners, triads, or small groups. Distribute **Activity 2, "About New York,"** and have the groups write questions that someone who is coming to New York City for the first time might ask.

- Then have the groups exchange papers and respond to the questions written by one of the other groups. Each group will need a recorder, and each person in the group is responsible for giving at least one response to a question. Students may help each other as necessary.

- Ask the groups to choose the two questions that were the easiest and the hardest to answer. Then have the whole class discuss the question(s) chosen as the most difficult to answer.

- Use any questions that require more information as research questions for a library visit.

Follow-up Activities

Students can:

- Draw a picture and write on the back (like a large postcard). Pretend it is from Juan Carlos' mother to her children, highlighting what is attractive about New York City.

- Conduct a panel discussion about the advantages and disadvantages of living in New York City.

- Interview three families in their neighborhoods to find out where they came from and why they moved to New York City. Students can share their findings and create a chart of the most common reasons for coming to New York City.

- Write a short scene or a story telling how they felt about coming to New York City.

- Develop a travel brochure about their home countries.

- Below are the lyrics of a song that is very popular in the Dominican Republic. Children sing it to their mothers on Mother's Day. Share other songs about mothers in different languages.

Himno a las madres

Venid los moradores del campo a la ciudad
Entonemos un himno de intenso amor solaz.
Cantemos a las madres, su ternura y su afán
Y su noble atributo de abnegación sin par.

Quién como una madre, con su dulce encanto
Nos disipa el miedo, nos calma el dolor.
Con sólo brindarnos su regazo santo.
Con sólo cantarnos baladas de amor.

De ella aprende el niño la sonrisa tierna
De joven a noble benéfica acción.
Recuerda el anciano la oración materna
Y en su alma florece la resignación.

(Repeat the first verse)

Student Reading 2

In Search of a Bright Future

Our immigration documents arrived when I was eleven. Now we could travel to the United States to be with our mother. As soon as she knew that we had our immigration papers, she sent us airplane tickets. I wanted to travel to the Great City; but it was very difficult for me to leave the home where I was raised. I never imagined how difficult it would be until the day I left.

At that time, I liked the song "Madre Mía." I sang that song to my grandmother before I left. This song is about a son who says goodbye to his mother, but promises to return.

"Madre Mía"

sung by Sergio Vargas

No te preocupes, madre mía
le decía mientras lloraba.

Nos miramos con sentimiento;
y le dije que me marchaba.

Es la primera vez que te vas de mi,
decía mi madre al verme partir.

Es la primera vez que te vas de mi.
Sus ojos brillaban de tanto sufrir.

Es la primera vez que te vas de mi.
¡Qué pena y qué dolor!
¡Qué manera de sufrir!

Es la primera vez que te vas de mi.
Madre mía, deja de llorar
que muy pronto quiero regresar.

Voy en búsqueda de mi porvenir
y una vida digna, digna para ti.

My Mother

Don't worry, Mother dear,
I said to her while crying

We looked at each other with feeling
And I told her I was leaving.

It's the first time you'll be leaving me,
My Mother said as she saw me leave.

It's the first time you will be leaving me.
Her eyes were shining from so much crying.

It's the first time you'll be leaving me.
How sad, how it hurts,
It's a heartache to me.

It's the first time you'll be leaving me.
Mother, please, please stop your tears,
For soon I will return to you.

I'm leaving in search of a future so bright,
A life with dignity, with dignity for you.

(End of Student Reading 2)

Discussion Questions

- Is it possible to be happy and sad at the same time? Explain.
- What questions do you think were in Juan Carlos's mind when he heard the news?
- Have you ever had to move? How did you feel?
- Why do people want to return to the places where they have grown up?
- Why did he sing the song? How does the song express his feelings?

Student Activity 2

About New York

Directions: Juan Carlos must have had questions about New York. Write the questions a person living in another country might want to ask about New York City before moving here.

Questions

_____

_____

_____

_____

How would you answer each question?

_____

_____

_____

_____

_____

Is it better to know more about a new place or find out about it when you get there? Why?

_____

_____

_____

_____

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Teaching Activity 3

Objectives

Students will be able to

- explore some of the problems of living in New York City
- discuss steps that will help in solving these problems
- identify advantages of living in New York City

Development

Ask the following questions:

- How would you describe New York City?
- Does any one description fit all of New York? Why or why not?

- Distribute **Student Reading 3** and have students read the paragraphs and discuss the questions in pairs or small groups. Have students share their answers.
- Write some distinctive phrases about New York on the chalkboard. Then distribute **Student Activity 3** and guide the class in thinking of words and phrases to describe New York. Start them out and let them continue in small groups.
- Then guide the class in composing a group poem about New York. Then have students work as individuals or with partners to create their own poems or descriptions.
- You may also want to have students compose poems or descriptions of different parts of New York such as: subways, street festivals, parks, shopping, jobs, and neighborhoods to be shared with the class.
- Have students illustrate their poems and put them into a class book or on a bulletin board.

Follow-up Activities

Students can:

- Write their own first impressions of New York as part of their own stories of migration or immigration.
- Write poems about their home countries.
- Write poems in which the first letter of each line when read vertically spells the subject of the poem.

  Sample:

  Cool river water splashing
  In windy skies bright kites soaring
  Bean rows we had tended standing tall;
  Among good friends, sweet mangoes shared
  Often I miss those times.

- Research a particular problem mentioned in class, such as crime, guns, or homelessness, and keep a class bulletin board on what is being done to solve each problem.
- Make an art collage that represents the many facets of New York City.
- Write letters to relatives in their home countries and read some sections to the class.
- Discuss and write or improvise short scenes based on Juan Carlos's story.
- Present short scenes that show their own favorite activities from their home countries or from an earlier time.

Student Reading 3

In Search of a Bright Future

We arrived in New York on September 11, 1987. It was nighttime, and the city was in all its splendor, full of lights. "I arrived in paradise," I thought. I thought this was a golden city where everything would come easy for everyone. When I woke up the next morning, everything looked different.

When I walked through my neighborhood, in Upper Manhattan, I saw many things I did not like... abandoned buildings, sale of drugs on the street... I never imagined such a thing! I felt scared.

But, how wonderful it was to be with my mother! We became a tight-knit family. Yet, I missed my grandparents, who were like parents to me for many years. I write to them often, and call them on the phone once in a while.

(End of Student Reading 3)

Discussion Questions

- How different is Juan Carlos's first impression of New York City from what he sees the next morning? Explain.
- How would you describe New York City?
- If you moved to the city from another country, how was your own experience like or unlike Juan Carlos'? What do you think should be done to solve the problems that Juan Carlos mentions?
- What do you like about living in New York City?

Student Activity 3

New York, New York

Directions: With your group, brainstorm words and phrases that describe New York. Include both positive and negative views and personal reactions. Then with a partner or on your own, use some words and phrases to describe New York. You may prefer to write a poem. Include illustrations.

Title

Teaching Activity 4

Objectives

Students will be able to

- empathize with the feelings of those who are trying to understand a new language.
- analyze what makes a good school
- develop a plan for improving their class, school

Development

Note: Student Reading 4 talks about learning a new language. In order to evoke in students some understanding of how a new arrival feels, give the class instructions in a language they cannot understand. Either use a language no one in the class knows or make up your own nonsense syllables. Repeat the instructions loudly, ignoring the fact that students do not understand what you are saying. The instructions should be to do something fairly simple, such as raising their hands, touching their feet, writing their names. Then, after several times of giving the instructions orally, you can demonstrate or pantomime what students are to do.

- After the demonstration discuss how the students felt.
- Distribute **Student Reading 4** and have the students respond to the discussion questions.
- Call on students to conduct a panel discussion on the question: "Should all students be required to learn a second language in elementary school?".
- Survey the class to find out how many students speak more than one language. Divide the class into groups so that there is at least one student who speaks a second language in each group, if possible.
- Distribute **Student Activity 4A, "How Do You Say----?"** and have students complete the activity by asking students in their own group for translations. Then have some of the students change groups so that as many students as possible will be able to have translations in two different languages.

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- If time permits, play a game in which one student gives a word or phrase and touches another student who must translate. If the student does not know, he or she may pick another student to translate. One point is given for each correct translation. Set a time limit of one minute for each word or phrase. If no one translates it, no points are earned. If the word or phrase is translated, then the student who translated it gives another word or phrase and chooses a student to translate. The object of the game is to see how many points the class can accumulate in a ten-minute period.

- Select a student committee to make a wall chart of the translations for the class. You may want to periodically devote some time to having individual students teach the class the listed phrases and some additional vocabulary in their languages.

- As a second related activity, ask the students the following questions:

  - What makes a good school for a person who is coming from another country?

  - What makes a good school in general?

- List some of their answers on the chalkboard and briefly discuss how or why that particular element is necessary for a good school.

- Distribute **Student Activity 4B, "What Makes a Good School?"** and have students rank the items in order of most importance.

- As a whole class or in small groups, decide on the top five items.

- Encourage students to evaluate how their class or school makes new arrivals feel welcome and how the class or school could be improved in general.

- Divide students into small groups. Each group should focus on one of the top priority items. After discussing one item, they should write specific suggestions.

Follow-up Activities

Students can:

- Research which five languages are spoken by the largest numbers of the worlds' people. Make a chart or graph to illustrate.

- Research the number of students in the United States who study two languages and the number of students in one or two other countries who study a second language. Make a chart or graph to show the results.

- Interview Spanish-speaking students from several countries and make a chart of some language differences within Spanish.

- Focus on one of more of the specific school improvement suggestions made by the class and try a program or project to implement it -- plant a tree or plant classroom gardens, create rules to promote respect among students, homework rules, after-school language club, etc.

- Create a survey to give to all students in the school about ways to improve the school. Conduct the survey and record the results.

- Start a newsletter about the efforts of different classes, grades, students, parents, to improve the school.

- Survey the class members to find their favorite traditional foods. Compare the nutritional value of these dishes to the nutritional value of a cheeseburger and fries.

- Compile a recipe booklet of the class' favorite traditional dishes.

Student Reading 4

In Search of a Bright Future

Changing schools was hard for me. Everything was difficult. Some students, inside and outside of school, tried to provoke me to see if I would get into trouble. But, I must say that other students were kind and helped me a great deal. My classmates were Dominican, Puerto Rican and Mexican, and soon I had new friends.

I received a lot of help from my neighbors, also. They took an interest in me and gave me good advice: "Get a good education, and you will reach your goals," they said.

It was difficult to learn English, but I had to learn it. I tried to speak English every chance I got even if I was not sure of what I was saying. My friends helped me. They corrected me; and that helped me learn. I was also lucky because I had a good English-as-a-Second-Language teacher. She sometimes gave me special help. The beginning was hard; but I won the battle. I knew that problems are there to be solved.

Another thing that I found strange was the food. All the other students loved hamburgers. But my favorite food is what we call "the Dominican flag" - white rice, red beans and beef. But, I must admit, I am starting to like hamburgers.

(End of Student Reading 4)

Discussion Questions

- Do you think Juan Carlos's way of trying to learn English is the way most people learn a new language? Explain.
- How can other people help someone who is learning a new language?
- Do you think people who speak only one language can understand what it is like to learn a new language? Explain.
- Do you think that if all students had the opportunity to learn two languages in their elementary schools they would be more understanding of to students who are just starting to learn a new language? Explain.
- Juan Carlos found school very difficult because there were people who made fun of him. How can this class and school be more helpful to new arrivals?
- From what Juan Carlos said, do you think he went to a good school? Explain. What do you think makes a good school?
- How healthy is a hamburger and french fries compared to rice and beans and meat?

Student Activity 4A

How Do You Say___ ?

Directions: In the left-hand column, write a common word or phrase in your native language. In the two other columns try to write the word or phrase in two different languages by interviewing classmates.

Word/Phrase

Native Language	Other Language	Other Language
Hola	Hello	
Good Morning		

Student Activity 4B

What Makes a Good School?

Part I

Directions: Rank the importance of the statements below from 1 to 10. Mark the most important 1 and the least 10. You may use some numbers more than once if you believe the items are equally important.

- ☐ Students who listen and do their class work.
- ☐ Green grass and trees around the building.
- ☐ Teachers who treat students with respect.
- ☐ Being able to talk to teachers and students in your native language
- ☐ A small building so that everyone knows one another
- ☐ Students who treat each other with respect.
- ☐ A large building so that there are many students to meet and learn from.
- ☐ A school that welcomes parents and has many parents coming to the school.
- ☐ Teachers who are strict about homework.
- ☐ Students and teachers of different ethnic groups.

Part II

Write a paragraph explaining what you believe is most important for a good school.

Teaching Activity 5

Objectives

Students will be able to

- describe what they would find in a museum
- explore how attitude is important in taking advantage of opportunities
- discuss the function of hard work as it relates to opportunities

Development

Note: This lessons lends itself to discussing and planning a class trip to a museum.

- Ask:
  - What are some special places to visit in New York?
- List some of the class' answers on the chalkboard or an experience chart.
- Ask:
  - Do you think everyone takes advantage of the museums, parks and libraries in the city? Why or why not?
- Distribute **Student Reading 5A, "Places to Visit in New York City,"** and have students read the passage to find some opportunities Juan Carlos had in New York.
- Distribute **Student Activity 5A**. You may want to divide the class into groups based on which museums they have visited. The objective is to have students share information and experiences related to different museums. They should then come to a group decision about a museum their group would recommend for a class trip.
- You may also want to have available some brochures or descriptions of the museums. This is especially important if some students have not visited museums.
- When students have completed the exercise, choose a person from each group to make a presentation on the museum they chose.
- Which do you think is more important for success -- luck or hard work? Explain.
- After the presentation, conduct a vote for the class trip.

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- As an alternate or follow-up lesson, write the following on the chalkboard.
  - Opportunity knocks only once.
  - You make your own opportunities.
- Ask the students to explain each saying. Conduct a discussion or debate on which saying is closer to the truth.
- Ask:
  - How does a person's attitude affect the person's opportunities?
- Tell a brief story about how someone missed an opportunity.
- Assign the class to draw a cartoon or write a short story or fable that shows a person missing opportunities because of a negative attitude.

Follow-up Activities

Students can

- Discuss the similarities and differences in the places where they grew up. What are some of their feelings about these places? How has each place changed? How have the people changed? How have they, the students themselves changed?
- Research scholarships and prizes available to students in junior high school, high school and/or college. Use the appropriate office in their school to find information, as well as the public library. The information should be shared through a class bulletin board, booklet, or folder where all students can find the information.
- Present reports on topics that interest them based on their visit to a museum.
- Collect sayings and proverbs in several languages that relate to opportunity.

Student Reading 5

In Search of Bright Future

After living in New York for a while, I was able to travel outside my neighborhood. I went to museums and parks. I also visited places outside the city that reminded me of my hometown. Life in new York is not easy. But there are many things to see. Since I enjoy sports, sometimes I play baseball and American football after school.

I went back to the Dominican Republic after two years in New York. It was wonderful to see my grandparents and my friends again! I had a great time. But thinking about it, I realized that my future was in New York. I still miss my grandparents, and I will always love my country, but it is important that I continue my studies.

In New York, I have many opportunities to study a profession. I am a good student, so I can get a scholarship. I also can work after school. So far, I have had special opportunities because I am a good student; for example, I visited Russia with all expenses paid by my school district. I have won several science and art awards. I won first prize in an art contest. The prize was a trip around the city in a helicopter!

I am in high school now. I attend the School of Fashion Industries, and hope to graduate this year. I won a scholarship to study art on Saturdays at the School of Visual Arts.

(End of Student Reading 5)

Discussion Questions

- Juan Carlos found many things that he enjoyed in New York. What places have you enjoyed visiting? Which places would you be interested in visiting?
- Do you agree or disagree with Juan Carlos about the opportunities in New York? Explain. How could you find out about more opportunities?
- Juan Carlos talks about "hard work" being necessary to make things happen. Give an example of how hard work could bring an opportunity.

Student Activity 5

Places to Visit in New York City

Directions: With your group fill in the descriptions of the following museums. Choose one of these or another museum to recommend for a class visit.

1. American Museum of Natural History

_____

_____

_____

2. Metropolitan Museum of Art

_____

_____

_____

3. Museum of the American Indian

_____

_____

_____

4. Hayden Planetarium

_____

_____

_____

5. New York Hall of Science

_____

_____

_____

6. Brooklyn Museum

_____

_____

_____

The museum we would most like to visit is _____

Teaching Activity 6

Objectives

Students will be able to

- describe how a person can overcome obstacles often met by immigrants in the United States
- analyze why it is important to set long-term goals

Development

- Distribute **Student Reading 6**. Ask students to read the section and respond to one or more of the discussion questions.

Ask the following questions:

- What do you know about Juan Carlos from his goals?
- How important is it to set goals?
- How do you picture yourself twenty years from now?

- Choose one or more students to answer and write notes about what they want on the chalkboard. Then draw a timeline leading to the description. Then guide students in filling in the steps that would lead to that end by working backwards.

Sample:

Goal: A job as an engineer

Steps: Graduate from college with a degree in engineering

Graduate from high school with good grades in mathematics and science courses so that you will be accepted at a college.

Take all the mathematics and science courses offered in your junior high school or middle school. Get help and work extra hard so that you will be prepared for high school science.

Keep up with mathematics and do extra work in grade school so that you will do well in junior high school mathematics.

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- Briefly discuss alternatives to reaching a career goal such as going to a two-year vocational program after high school, finding a job and going to school at night.

- Divide the class into groups and ask each group to explain at least four obstacles that many immigrants must overcome to meet their goals (earning enough money to complete school, finding a job that could fit with a school schedule, studying while working, overcoming discrimination). They should then discuss ways of dealing with each difficulty.

- Distribute **Student Activity 6, "Setting Long-Term Goals"** and have students complete the activity in the same groups. Have the groups share their answers and then give them some time to set at least one long-term and one short-term goal for themselves as individuals.

Follow-up Activities

Students can:

- Write to pen pals and ask them what career goals they have set for themselves.

- Write down their strongest interests. Then research and discuss in a group what possible careers fit different interests.

- Draw a series of pictures showing the steps to meeting a goal.

- Analyze a series of tasks, such as writing a report, cleaning their room at home, cooking a meal, and break down the task into a series of smaller tasks. Discuss how taking small steps applies to reaching a goal.

- Make a five-month, a year, and a five-year plan for the steps leading to a goal.

- Investigate what is being done in the school and community to help students avoid harmful activities. Start their own campaign to prevent substance abuse by writing articles, making posters, etc.

Student Reading 6

Search for a Bright Future

Last summer I worked in a hospital. I met people from different ethnic groups. They all gave me good advice: "Continue your schooling, and you will have success." They also said to me: "Be careful with drugs and alcohol. Vices will not lead to anything good."

Since I have talent in art, I am going to combine that talent with graphic arts. On Saturdays, I also study computers. With all that experience I can choose to work as an illustrator or I can do television commercials using computers. I have promised myself that there will soon be a professional in my family, and I am going to be the one!

I know that my dreams can come true. I also know that other children's dreams can become a reality if they continue their studies and don't get involved in vices. It is important to choose one's friends well and to think before acting. "An once of prevention is worth a pound of cure," as the saying goes.

I want to live a full life and do something that will bring pride both to me and to my family. That is why I say that it is important to always be alert and choose a productive life because "the shrimp that falls asleep is taken away by the current."

(End of Student Reading 6)

Discussion Questions

- How is setting goals helpful?
- How does Juan Carlos know he can make his own dreams come true?
- What do you have to do to make your dreams come true?
- Do you agree or disagree with Juan Carlos's advice about friends?
- What are some activities that can help students stay away from harmful activities?
- Juan Carlos gives a proverb or saying. What other proverbs give ideas that will help people fulfill their dreams and have a good future?

Student Activity 6

Setting Long-term Goals

Directions: Each member of the group is responsible for answering one question. Share your ideas for your answer with the group to get their ideas and suggestions before you write your answer.

1. What is the difference between a long-term goal and a short-term goal? Give an example of each.

2. How does setting a long-term goal help a person to succeed?

3. What kind of help does a person need to succeed?

4. How are the obstacles that you will face the same or different from those that Juan Carlos faced?

Teaching Activity 7

Objectives

Students will be able to:

- discuss some factors that have increased Dominican immigration
- create a bar graph approximating immigration patterns

Development

- Ask:
  - What factors do you think have motivated Dominicans to come to the United States?
- Distribute **Student Reading 8, "Dominicans in the United States"**. Have students read the selection and discuss with partners or in small groups any of the discussion questions.
- Share some of the answers for whole class comment.
- Ask:
  - Do you think there is enough information about the number of Dominicans coming to the United States to make a graph? Explain.
- Guide the class in writing down in chronological order all the numbers given in the reading. Divide the class into groups to design a graph. Stress that they may make a graph and leave some information blank. Have the different groups put their sample graphs on the chalkboard or on an overhead transparency.

Follow-up Activities

Students can:

- Research information to complete the graph.
- Make a graph showing the countries of students in the class.
- Convert bar graphs to pie charts or the reverse.
- Compare and contrast immigration patterns of Dominicans with those of other groups.
- Research and report on the passage of the 1965 Immigration Law.

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Student Reading 7

The Immigration of Dominicans to the United States

The majority of immigrants have come to the United States searching for better opportunities. Some have come because their religious or political groups have been attacked in their own countries. Others have come searching for employment and better educational opportunities. Immigrants have helped to cultivate the land and build towns, cities, and industries in the United States.

In the last 25 years, a great number of Dominicans have come to live in the United States, joining the millions of other people who have emigrated from their native countries.

The population of the Dominican community in the United States is growing at a very fast rate. According to the data of the 1990 census, the Dominican population increased dramatically from 171,000 in 1980 to 520,151 in 1990, an increase of 349,151 people or 204.2% in just 10 years. This rapid increase is a big change from the previous immigration pattern. In the 10 years between 1950 and 1960, only 10,000 Dominicans came to this country.

Two events contributed to the dramatic increase in the immigration of Dominicans to the United States. One event was the assassination of the dictator, Rafael Leonidas Trujillo. During his 30 year dictatorship, Trujillo did not allow Dominicans to leave the country. The reasons for this restriction were:

1. to keep cheap labor for new industries in the Dominican Republic

2. to limit the contact between the Dominican Republic and other countries.

Then, after the death of Trujillo in 1961, there was rapid growth in emigration from the Dominican Republic. The other event that contributed to the rise in the number of Dominicans coming to the United States was a change in United States immigration laws. These laws control the number of persons that can enter the United States as immigrants.

In 1965, President Lyndon B. Johnson signed the law that eliminated many of the policies that restricted immigration of people from Latin America, Asia, Africa and the South and East of Europe. This new law also made it easier for immigrants to bring their relatives to the United States. For example, parents could bring their children or vice versa. In that way, the Immigration Law of 1965 allowed Dominicans to come to the United States in large numbers.

From 1967 to 1976, approximately 12,000 Dominicans immigrated each year to the United States. At present, many are living in different parts of the United States especially in the big cities. The state of New York has the largest concentration of Dominicans in the nation, followed by the state of New Jersey and Florida. Between 1975 and 1987, Dominicans were the largest group of new immigrants coming to New York City. They settled primarily in Washington Heights, Manhattan and Corona, Queens. Dominicans are now the second largest Spanish-speaking group in New York City. Puerto Ricans are still the largest Spanish-speaking group.

The decade of the 80's was a period of economic difficulties for the Dominican Republic. Because of the lack of economic growth, many Dominicans immigrated to New York City searching for a better life. At present, the economic situation in the Dominican Republic is the main reason for the exodus of Dominicans to the United States.

The dream of the majority of Dominicans who emigrate is to get a good job and save money to return some day to their country. Nevertheless, their wishes are not always realized.

(End of Student Reading)

Discussion Questions

- Why is the 1965 Immigration Law significant? Why do you think it was passed?
- Why would a dictatorship not want the people to leave the country?
- How are the reasons that Dominicans have immigrated like and unlike the reasons of other groups?

Teaching Activity 8

Objectives

Students will be able to:

- discuss the effects of political power
- analyze the importance of an education

Development

- Ask:
  - What are some of the obstacles that new immigrants have to overcome?
  - How can people with the same problems help each other?
  - What are some of the ways that "self-help" organizations can help make life better for new immigrants?
- Distribute **Student Reading 8, "Dominicans in the United States"** and have students read with a partner and share their responses to the discussion questions. Discuss the responses in the whole group.
- Ask:
  - What community organizations have you heard about?
  - What do these organizations do?
  - Can such organizations create changes that affect the lives of people? Explain. Give an example.
- Guide the discussion so that students explore the idea that it is important in a democracy to organize as a group and use the political process for the benefit of the community.
- Have students write about achieving political power or about working with community organizations.

Follow-up Activities

Students can:

- Interview members of a community organization about the work of the organization.
- Interview members of block associations to find out some of the problems and successes of these organizations.
- Read and research the history of an earlier immigrant group and how they formed "self-help" organizations.
- Meet as a group to plan a simulated organization: structure, meeting times, possible goals, fund raising, slogans, flyers, posters, etc.
- Survey the school to find out what student organizations are available and report to the class.
- Research and report on the percentage of eligible voters who vote in a particular election district.
- Plan for "social action" on the part of the class. What can the class do to make a contribution in one or two areas mentioned above?

Student Reading 8

Dominicans in the United States

Dominicans have found work in different areas. A large percentage of women and men work in garment factories and other means of production. Others work in restaurants or "bodegas," or drive taxis. Some are the owners of stores, travel agencies, or factories. Others work as doctors, nurses, teachers, police officers, lawyers, social workers, writers, and in other professions.

In the crowded sections of Washington Heights and Inwood lives the largest and fastest growing Dominican community in the United States. During the decade of the '70's, the Dominican community believed that active participation in community school boards was a key route to political power. They elected the community leader, Sixto Medina, as the first Dominican to serve on the Community School Board in District 6. The Dominican community started to organize politically. During the '70's three important organizations were created:

1. The Coalition Pro-Rights of the Immigrants of North Manhattan that is dedicated to meeting the needs of the immigrants in that community.

2. The Community Association of Progressive Dominicans, a group which works to organize the different sectors of the Dominican community.

3. The Dominican Alliance, which is a multiple service agency.

In the decade of the '80's, these organizations worked to promote the election of Dominicans to the Community School Board in District 6. This Board was seen by the community as a way to address the problems of school overcrowding and the poor education that Dominican children were receiving. This movement led to the election of various Dominican activists to Community School Board 6. Among them were Nilma Báez, Felicia Peguero and Guillermo Linares.

The growing political power of the Dominican community becomes more evident each day. The year 1991 was of great importance for the Dominican community since, for the first time, a Dominican, Guillermo Linares, was elected to the City Council of the City of New York.

(End of Student Reading)

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Discussion Questions

- How do you define political power? How does political power affect our lives?
- Why are community school boards a way to political power?
- How important do you consider education? Explain.
- What type of education are you getting? How can the education system be improved?
- How important are community organizations as a way to political power?

Teaching Activity 9

Objectives

Students will be able to:

- analyze reasons for the extraordinary success of Dominicans in major league baseball

Development

- Write the names of several Dominican baseball players on the chalkboard. (Select from the reading).
- Ask:
  - Dominicans have gone into many fields, but there is one special area in which they have had extraordinary success.
  - What is it?
- Call on knowledgeable students to discuss the achievements of some of their favorite players.
- Distribute **Student Reading 9, "Dominicans in Baseball."** Have students read the information and, in small groups, respond to any of the discussion questions or another aspect that the students choose to discuss. Share student answers with the whole class.

Follow-up Activities

Students can:

- Research and write about the career of a particular player.
- Write about their own interests in sports or another field.
- Research and report on the integration of major league baseball.
- Compile the statistics for several baseball players. Create mathematical problems based on the statistics.

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Student Reading 9

Dominicans in Baseball

Sports is an area in which many Dominicans have excelled, particularly in baseball -- the national sport of the Dominican Republic. In the Dominican Republic, there are various professional teams that play during the winter season with both Dominican and foreign players participating in the sport.

At present, there are many Dominicans that play for major league baseball teams. They serve as role models to the children in the Dominican Republic. Many of these children have the desire to become great athletes some day. However, few players get to become part of the Big Leagues.

It wasn't until 1947 that baseball became an integrated sport. Before that time racism and discrimination excluded black athletes from playing in the major leagues. Since many of the Dominican athletes were black, they couldn't play even if they were great baseball players. When these unjust regulations were changed, the Dominicans started to become part of the big league teams.

Some of the first Dominicans to play in Big League baseball were the Rojas brothers -- Alou, Felipe, Mateo and Jesús. Other Dominican players that have excelled in the Big Leagues are: Pedro Guerrero, Tony Peña, Julio Franco, Mario Sota, Rafael Santana, Jorge Bell, Juan Samuel, Tony Fernández, Mariano Duncan, José Uribe, Alfredo Griffin and Alejandro Peña. Juan Marichal, considered one of the best pitchers in the history of baseball, is a member of the National Baseball Hall of Fame of the United States.

(End of Student Reading)

Discussion Questions

- Why do you think that so many Dominicans have excelled in baseball?
- How does the saying "Practice makes perfect" apply to the success rate of Dominicans in baseball?
- Which is more important, talent or practice?
- What factors would explain the success of the Rojas brothers?
- Which players would you nominate for the Baseball Hall of Fame?
- How do role models encourage young people to enter the sport? What other factors are needed for success?

Teaching Activity 10

Objectives

Students will be able to

- explore the challenges of adjusting to a new culture

Development

- Ask the students to share an experience in which they have felt like a stranger or an outsider. You may want to start by telling about a personal experience of being uncomfortable because you were in a different culture.

Ask the following questions:

- If you have had to live in a different country, explain some of your feelings and worries about making the change.
- How do most people feel when they have to adjust to a life in a different county?
- What are some of the things that are different when we go to a different county?

- Then guide the students to contribute to a semantic map on the chalkboard that explains some of the different elements of culture: language, food, music, games, clothing, shelter, traditions, history. Explain that all these elements together are called *culture*.
  - How important is language as part of your culture? Explain.
- Distribute **Student Activity 10, "What Makes a Culture?"** and have students complete the activity.

Follow-up Activities

Students can:

- Report on a historical event that is important in their cultures.
- Compare sports or games played in two different cultures.
- Interview two people who speak the same language but are from different countries. Try to find and report on some differences in their cultures.
- Perform songs and dances from at least two different cultures.
- List the new foods they have learned to enjoy because they live in New York City.
- Write a narrative about their own or a relatives adjustment to a new culture.

Student Activity 10

What Makes a Culture?

Directions: Draw a design that shows your own culture and share it with a partner.

Teaching Activity 11

Objectives

Students will be able to:

- express in writing and/or drawing their feelings about what they miss from earlier times.
- take a position and support their opinion with reasons.

Ask:

- What do you remember from earlier years or from the country you came from?

- Distribute **Student Activity 11A, "Memories of Home"** and have students complete the exercise and share some answers.
- Distribute **Student Activity 11B, "Agree or Disagree"** and have students prepare their answers. Conduct a brief panel discussion on each question using those who chose that question as panelists.

Follow-up Activities

Students can:

- Conduct a class survey and make a graph of the responsibilities students have at home.
- Discuss the importance of letter writing; use class time to assist students in writing letters to friends or relatives.
- Become pen pals with an individual or a class in another school, town, or country.

Discussion Questions

- If you moved to New York City, what are some of the things you miss about your first country or home?
- Which is a more difficult change to make -- to move from a big city to the country or to move from the country to a big city? Explain your answer.
- Do you think Juan Carlos will ever go back to the Dominican Republic? Why or why not?

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Student Activity 11A

Memories of Home

Part I

Directions: Everyone has some childhood memories that are special. Juan Carlos describes several things about his early years.

Part II.

Directions: Write a description or draw a picture of something that you miss very much or remember vividly.

Student Activity 11B

Agree or Disagree

Directions: Choose two of the following statements and explain whether you agree or disagree and why.

1. Every person who comes to the United States will always be (nationality of home country) first and United States citizen, second.

2. Speaking the same language is the most basic part of sharing a culture.

3. Native language programs are needed for more than the first three years that students are studying English.

4. There is no such person as a typical United States citizen.

Answer:

Teaching Activity 12

Objectives

Students will able to:

- explain their ideas for an education that iis multicultural.
- devise a classroom plan for multicultural education.

Development

- Ask: "Do you think that teaching about the culture of the students in each class is enough for multicultural education? Explain. What else might need to be done?"
- Distribute **Student Activity Sheet 12A„ "A Multicultural Classroom Plan."** Divide the class into teams of 3-4 students and assign each group to choose the statements they would include in a plan for multicultural education. When they have selected the statements, have them write the numbers of the statements on their activity sheets.
- Read each statement aloud and ask the groups whether or not they chose to include it. Discuss each statement with questions such as those below.

Statement 1

- What are some examples of how different groups of people have a different view of the same event?

Statement 2

- Do you think that it is important to learn how different groups contributed to the greatness of the United States? How are Dominicans contributing today?

Statement 3

- Can people help others feel valued and respected? How? How does the way people are treated affect their self-esteem?

Statement 4

- How can understanding among different groups be increased? How are relationships between groups different from relationships between individuals?

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Statement 5

- Do you think it is important that students have the chance to learn two languages? What could be done so that more students can become bilingual?

Statement 6

- Briefly discuss the ways in which different students learn best: through looking, listening, working with their hands, needing quiet, being able to work with music, working with others or working alone, etc. What can teachers do to meet students' learning styles? Discuss how a person's culture might affect how that person learns.

Statement 7

- What are some examples of ways in which we can learn how to get along better with one another? Discuss the idea of conflict resolution and peer mediation.

Statement 8

- Why is it important to have books, films and other materials that treat all groups fairly? What does it mean to treat groups accurately? (For example, using the correct clothing for the time and place.) Explain that in many old textbooks many groups were left out or were shown in stereotypical ways. How would unfair materials affect the way groups of people see each other?

- When each of the statements has been discussed, have each group select one statement to explain its meaning, give examples and state why it is important. Every member of the group must be able to present the group's answers.

- Have a member from each group present his/her answer. Then have the group work on a plan for implementing that statement in the classroom. When student groups have discussed their ideas, distribute **Student Activity 12B, "Working Out the Multicultural Plan."** Have each group write down its suggestions.

- Collect the activity sheets and assign one member from each group to put all the ideas together and present a fully developed plan to the class. Continue to work on implementing the plan; periodically ask students to evaluate their success in following the plan.

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Student Activity Sheet 12A

A Multicultural Classroom Plan

Which of the statements below would you include in a classroom plan for an education that is multicultural?

1. To present history from the points of view of the different groups involved.

2. To help students appreciate how different cultural groups have contributed to the growth of the United States and world civilizations.

3. To help everyone feel valued and respected as a person and as a member of a group.

4. To improve understanding among groups.

5. To increase opportunities for all students to learn at least two languages very well.

6. To encourage different ways of teaching to match the different learning styles of students.

7. To help students learn how to get along better with one another through conflict resolution, peer mediation, and other skills.

8. To review textbooks and other materials to insure that all groups are treated fairly and accurately and to ensure that groups are not left out.

Numbers of statements included in the plan. _____

Choose one statement and explain in your own words what it means and why it is important. Give an example if possible.

_____

_____

_____

_____

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Student Activity Sheet 12B

Working Out The Multicultural Plan

Directions: Write the statement you have chosen. Then make recommendations on how to implement it in the classroom.

Statement:

What will we do in the classroom?

Who will be responsible for seeing that it is done? How?

How will we find out about our progress?

Other suggestions and ideas.

APPENDICES

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Appendix A: Assessment

Authentic assessment is an on-going evaluation of each student's work. This evaluation is made by the teacher through examining a collection of the student's work and through observing the student's behavior in academic and social activities during the course of the year.

Authentic assessment is used as a guide for making decisions related to each student's progress and achievement. It also helps the student evaluate his or her own progress and performance, thus making the student more actively involved in his or her own learning and development. Furthermore, authentic assessment allows parents and caregivers to understand and appreciate their child's performance at school by looking at his or her work, at teacher's notes and reflections, and the self-evaluations of the learner throughout the school year.

Too often, the student's formal test scores are considered as the only measure of progress or failure. Authentic assessment helps provide a better grounded evaluation of the process and product of instruction while expanding the scope of that evaluation.

For authentic assessment to be all encompassing, the teacher needs to establish a system whereby students place their work and their own evaluations of their work in individual folders or portfolios. The teacher also maintains an individual folder (the evaluative folder) for each student. In that folder the teacher includes his or her notes, comments, and checklists on the student's learning. Samples of the student's best work or revised work, selected by the student, are also included in the evaluative folder. In addition, the teacher may find it helpful to share some of their own checklists and other evaluations with the student in individual conference.

The student's learning folder or portfolio might include:

- self-evaluating activities related to his or her work, what he or she has learned and what he or she would like to learn, and areas of greatest success and areas for remediation or improvement;
- self-selected samples of his or her work; and
- logs reflecting books he or she has read and reference sources he or she has used in looking for pertinent information.

The teacher's individual student folders might include:

- anecdotal records of the student's performance in a wide variety of situations and activities, kept on a day to day basis. The record should emphasize the things that the student can do;
- checklists of concepts for units of work in the different content areas, marked with comments reflecting the student's progress;

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- checklists for readings and writings related to the themes, with comments written about the student's skill;
- summaries of the student's performance for a unit; and
- samples of writing activities, particularly writing activities that demonstrate reading comprehension.

Taken all together, the portfolio and teacher's notes tell a story of what the student has learned and has done. Authentic assessment reflects authentic learning.

Sample Teacher's Assessment for Reading and Writing

Yes	No	Notes
☐	☐	Did the student enjoy reading the story, poem, or article?
☐	☐	Did the student read well?
☐	☐	Can the student discuss reasons for the characters' actions?
☐	☐	Can the student identify sequence in the story?
☐	☐	Did the student report well?
☐	☐	Did the student read a variety of books?
		What are the students strengths?
		What areas need improvement?
☐	☐	Did the student enjoy writing?
☐	☐	Did the student write well?
☐	☐	Did the student report well?
☐	☐	Did the student write in a variety of ways (letters, diary, etc.)?
		What areas need improvement?

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Individual Student Profiles

Name: John S.		
Expected Outcome	**Objectives Achieved**	**Comments and Instructional Planning**
To express feelings and ideas about leaving	Expression is limited. Uses few descriptive words.	Provide experiences to enable language development and enrichment.
	Did not contribute to group discussion	1. More observation needed. 2. Change his group. 3. Give individual assignment then have him share it with group.
	Exceptionally good drawing - imaginative scenes	Utilize drawing as basis for language development (descriptive and figurative language)

Name: Henry		
Expected Outcome	**Objectives Achieved**	**Comments and Instructional Planning**
To write and/or perform scenes related to the story.	Loves to perform dramatic scenes	Utilize ability to improvise in developing writing skills Uses his talents to help other student - like Juan - to participate in creative scenes.
To identify foods related to healthy diet.	Could not identify valid issues related to topic	Several children had problems with this activity. Find reasons, perhaps regroup. More research.

Name: Jacques		
Expected Outcome	**Objectives Achieved**	**Comments and Instructional Planning**
To write and/or perform scenes related to the story.	Demonstrates rich descriptive vocabulary, even some use of figurative language	Pair Jacques with John to help him describe his drawing with words.
	Enjoys performing, Outstanding structure in writing scenes, Good character development	Work with less able students in writing scenes.

Sample Anecdotal Records

Activity: Product Maps

Date: January 17, 1994

Name	Comment
John	is not participating in group work. Seems bored.
Carmen	Gives excellent oral directions to the group; helps them understand task.
George	Enjoys activity - follow directions well
Mary	traces route all the way to Florida.
Chris	Draw doodles on map.
Helen	is restless, makes halfhearted effort.
Jacque	Writes on Clemente's map. (Is he helping?)

Sample Book Logs

My Name:_____

Fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

My Name:_____

Non-fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

Sample Self-Evaluation

Reading Interest Log	My Name:_____
Fiction Book Titles	Things I liked about it.
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Reading Interest Log	My Name:_____
Non-Fiction Book Titles	Things I liked about it.
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Sample Student Self-Description for Reading and Writing

My Name:_____

Reading

Topics I like to read._____

_____

_____

_____

What kind of stories do I like to read?_____

_____

_____

_____

My Name:_____

Writing

Topics I like to write about._____

_____

_____

_____

Types of writings I like best (story, poem, article)._____

_____

_____

_____

I would like to write about:_____

_____

_____

Sample Student Self Evaluation

My Name:_____

Things I learned.	How I learned them.

Words I learned.	How I learned them.

How I use what I learned.

What I want to learn.

Appendix B: Parent and Caregiver Involvement

As teachers, you need to inform parents and caregivers of what students are doing and learning and how their work is being evaluated. But instead of merely notifying parents of their children's progress, you can involve parents in their children's education, thus directly improving student achievement.

Authentic assessment is the evaluation of authentic learning which is not the memorization of facts, but the development of understanding by doing. In authentic assessment, student learning is evaluated in many ways: by samples of their work included in folders or portfolios; by your notes as teacher, observing students' contributions in class discussion, oral reports, and other types of performance, and by students' self-evaluations.

Many parents may think of test scores and grades based on those scores as the only type of assessment used. You will need to help them understand and support the process of assessment based on what children have learned and can do.

You may want to write a letter explaining the assessment process. (Be sure to translate it into the home languages of the parents and caregivers.) Or you may want to write short notes and attach them to samples of student's work to be taken home and shown to parents as well as included in the students' portfolios. Such notes might explain why the particular work is being selected for the portfolio (and what the portfolio is). It is important that you encourage students to show their homework and school work to their parents and caregivers and to share their self-evaluations with them.

Another means of communicating with parents and caregivers is the parent conference. Sharing the student's portfolios, self-evaluations, and your notes, as well as student test scores, is an important part of parent conferences. You should highlight what students have learned and can do, as well as identify the areas in which improvement is needed. You and the parents can explore together what types of activities and experiences will support student growth.

In early grades, when parents bring their children to school and pick them up afterward, you have many opportunities for informal conferences about the children's work and performance for that day. In the upper grades, reviewing portfolios and discussing how parents can support the students' progress is the basis of open-school conferences.

You need to convey to your students your eagerness to see parents so that you can share with them what the students have accomplished. Ask students to inform you if communication between you and the parents will be a problem so that arrangements can be made for a translator to be present. The school, the parent organization, and parents themselves are sources for recruiting translators.

When parents and caregivers understand the assessment process, they will better understand what their children need to do to progress toward their goals and they can encourage their children to set their own learning goals. They can also help provide the environment and experiences that help support their children's achievements.

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Sample Letter to Parents and Caregivers

[Date]

Dear [Parent or Caregiver's Name]:

This year students in _____ will be graded on many types of work in addition to test scores. Samples of homework, class work and special projects will be collected and placed in your child's individual folder (portfolio). In addition to this work, the portfolio will contain notes that I have made on your child's participation in class, as well as your child's own evaluation of her progress.

Throughout the year I will be encouraging your child to bring home to your her work. You will also have a chance to see samples of your child's work when you visit the school. We welcome your help in discussing with your child which samples of work she will choose for the portfolio.

We feel that this process will give a truer picture of what your child has achieved and will aid us in working together to help your child learn to the best of her potential.

I am looking forward to meeting with you and beginning our partnership in progress.

Yours truly,

[Teacher's name]

[Class]

Sample Additional Notes for the Letter

I think you will enjoy reading the scene Carmen wrote in class. The students greatly enjoyed the drama. She makes the characters very believable. She has real talent for writing and is helping other students with their writing.

Henry shows real talent for improvisation. We would like him to use these skills to develop his writing. In his work on a healthy diet, he had a problem finding a topic. He needs to go to the library and find some books that will help him identify healthy foods. Maybe you can help him.

Appendix C: Suggested Activities Arranged by Subject Area

Language Arts

- Juan Carlos helped his grandfather on the farm. With the help of your parents or friends, prepare a list of chores Juan Carlos might have done to help his grandfather. **(Activity 1)**

- Ask the librarian at your school or public library to recommend a book about horses or horseback riding. Skim through the book, or read it, and share some of the information in the book with your class. **(Activity 1)**

- Have you ever gone horseback riding? Write a short story about your experience. Read it to a classmate. Get his/her opinions to make it better. Make a little book to include in your classroom library. **(Activity 1)**

- Juan Carlos and his friend, Wilson, did many fun things in the Dominican Republic. Working with a small group of classmates make a list of the activities mentioned in the story. Compare those activities with some of the things you like to do outside of school. **(Activity 1)**

- Juan Carlos and his friends like to play baseball. They, like many other children, dream of becoming Big League players. With a partner, write a scene about Juan Carlos and Wilson talking about baseball, playing the game, or daydreaming about the Big Leagues. Perform the scene for the class. **(Activity 1)**

- Write a letter inviting your favorite baseball or other sport player to visit your class. **(Activities 1 and 9)**

- Compare and contrast Juan Carlos' little school in the Dominican Republic with his big school in New York. What do you think might be similar? What do you think might be different? Write as many ideas as possible. Share your discussion with the rest of the class. You may want to get help from your parents or neighbors. **(Activity 4)**

- Interview three people who immigrated to the United States from three different countries. Prepare your questions in advance. Take notes during the interview, or if possible, tape record or videotape the interview. What are some of the experiences of each person? Are some similar? How? Are some different? How? Share your report with your classmate and other persons. **(Activity 4)**

- Identify the countries of the children in your class, or their parents' or grandparents' countries. Then make believe each student is new to this country or to New York. In your group, discuss some ways you all can make new students feel welcome. Prepare a chart with ideas to be displayed in the classroom. **(Activity 2)**

- Different Spanish-speaking countries use different words in Spanish for "kite" and "marbles." In the region of the Dominican Republic mentioned in the story they use the words "chichigua" and "bellugas," respectively. Ask other students, parents, teachers or neighbors about other words in Spanish for "kite" and "marbles." What did you find? Check different English-Spanish, Spanish-English dictionaries. **(Activity 1)**

- Either use your own words or take words from Juan Carlos' story to write poems in which the first letter of each line when read vertically spells the subject of the poem. Read the example below: **(Activity 3)**

  Example:

  Cool river water splashing
  In windy skies bright kites soaring
  Bean rows we had tended standing tall;
  Among good friends, sweet mangoes shared
  Often I miss those times

- Write a letter to a relative in another city, state or country. Share sections of the letter with your class. **(Activity 3)**

- In groups, prepare and present short scenes that show your favorite pastimes from your own countries. **(Activity 3)**

- Start a newsletter about your school's efforts to improve, including how new students are made to feel welcome. **(Activity 4)**

- Have you visited places where you grew up? Discuss the similarities and differences before and now. What were some of your feelings? How has the place changed? How have the people changed? How have you changed? Share your discussion with your class. **(Activity 5)**

- Discuss the importance of letter writing; use class time to write letters to a friend or relative in another country. **(Activity 5)**

- Become pen pals with an individual or a class in another school, town, or country. Get ideas from your teachers. **(Activity 5)**

Social Studies

- Locate the Dominican Republic on a world map. What other country shares the island of Hispaniola with the Dominican Republic? List some facts about both countries. Compare your list with others' lists. **(Activity 1)**

- Using a map of the Dominican Republic, locate the Cibao region. Find Jarabacoa and La Vega, two towns mentioned in the story. What can you say about that region by looking at the map? Discuss with your group. **(Activity 1)**

- Before Juan Carlos and his brother and sister could travel to the United States, they needed immigration papers. As a class project, write the Immigration and Naturalization Service to find out what the requirements are for admission into the United States. **(Activity 2)**

- Research and report on the passage of the 1965 Immigration Law. How was the old law changed? **(Activity 7)**

- Using a New York City subway map locate Juan Carlos' possible neighborhood in Upper Manhattan. What subway lines go there? Decide on a site, and write travel directions to the Museum of Natural History, to Central Park or to Yankee Stadium. **(Activity 5)**

- Juan Carlos visited Russia. Research and report on changes that have taken place in Russia during the last two years. Include newspaper and magazine articles. **(Activity 5)**

- What other places are famous in Russia besides the Kremlin? Prepare a travel brochure with a group of classmates. **(Activity 5)**

- Juan Carlos is considering several careers. Find in the story what those careers are. Contact a college or community agency to find out what preparation he would need for each. Ask for brochures or other materials that they can provide. Share the information with your class. **(Activity 6)**

- Stage a panel discussion about the advantages of living in the country or in the city. **(Activity 1)**

- Prepare product maps of the crops grown in the Dominican Republic. Draw the product or a symbol on an outline map in the areas in which the products are grown. Also create a legend for the map. **(Activity 1)**

- Research and report on how yuca is used. Where is it grown in the Dominican Republic? **(Activity 1)**

- Make a chart of products and, by interviewing other students, find in which other countries the products are grown. Add the names of these countries to the chart. **(Activity 1)**

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- Visit a local grocery store and make a list of products that may have come from the Dominican Republic. **(Activity 1)**

- Conduct a panel discussion about the advantages and disadvantages of living in New York City. **(Activity 2)**

- Interview three families in your neighborhood to find out where they came from and why they moved to New York City. Share your findings and create a chart of the most common reasons for coming to New York City. **(Activity 2)**

- Research a particular problem mentioned in class, such as crime, guns, or homelessness. Keep a class bulletin board on what is being done to solve the problem. **(Activity 3)**

- Create a survey to give to all students in the school about ways to improve the school. Conduct the survey and record the results. **(Activity 4)**

- Focus on one of more of the specific school improvement suggestions made by the class and try a program or project to implement them, such as -- plant a tree or classroom gardens, create rules to promote respect among students, homework rules, after-school language club, etc. **(Activity 4)**

- Meet as a group to plan a simulated organization: structure, meeting times, possible goals, fund raising, slogans, flyers, posters, etc. **(Activity 8)**

- Survey the school to find out what student organizations are available and report to the class. **(Activity 8)**

- Write down your strongest interests. Then research in the library some careers that might fit those interests. Discuss the results in a group. **(Activity 6)**

- Analyze a series of tasks, such as writing a report, cleaning your room at home, or cooking a meal. Break down the task into a series of smaller tasks. Discuss how taking small steps applies to reaching a goal. Make a five month, a year, and a five year plan for the steps leading to a goal. **(Activity 6)**

- Research scholarships and prizes available to students in junior high school, high school and/or college. Use the appropriate office in the school to find information, as well as the public library. The information should be shared through a class bulletin board, a booklet, or a folder where all students can find the information. **(Activity 5)**

Mathematics

- Your mother/guardian has sent you to the "bodega" to buy 5 lbs. of "yuca," 2 lbs. of rice, 1 lb. of red beans, and 1 8-ounce can of tomato paste. She gives you $10.00. Find out the prices of the items and write a word problem for the class. Make sure you can solve the problem. **(Activity 4)**

- Interview other students about their favorite games and make a graph using the results. **(Activity 1)**

- Research which five languages are spoken by the largest numbers of the world's people. Present the results in a chart or graph. **(Activity 4)**

- Research the number of students in the United States who study two languages and the number of students in one or more other countries who study a second language. Present the results in a chart or graph. **(Activity 4)**

- Make a graph showing the home countries of students in the class. **(Activity 7)**

- Convert bar graphs to pie charts or the reverse. **(Activity 7)**

- Compare and contrast immigration patterns of Dominicans with those of other groups. **(Activity 7)**

Science

- Visit the Bronx or Brooklyn Botanical Gardens. See if you can find corn, "yuca" and plantain plants. What conditions do you need to grow these types of plants? Can you grow them in the classroom? Bring pictures of the products or samples of the products mentioned in Juan Carlos' story. With your family's help, write a recipe for cooking the products. **(Activity 1)**

- Compare a mango tree with an apple tree. How are they the same? How are they different? Do the same with other fruit trees. With your group, write a booklet for the class. **(Activity 1)**

- Juan Carlos worked in a hospital. If he wanted to be a doctor or a nurse, he would have to study science. What classes would he have to take in high school? In college? In nursing or medical school? Discuss with your classmates and your teacher where you can obtain the information you need. After compiling the information, prepare a medical career flyer for your science class. **(Activity 6)**

- Research the edible products that are grown in the Dominican Republic. Compare and contrast these crops with those of another Caribbean country or with a region of the United States. Explain why the different crops are suited to that area. **(Activity 1)**

- Present reports on topics that interest you based on a visit to the Museum of Natural History. **(Activity 5)**

Art

- Juan Carlos is talented in art. He may someday do TV commercials using a computer. With the help of your art and computer teachers, design a TV commercial. **(Activity 6)**
- Write and illustrate a children's book. **(Activity 1)**
- Prepare a class mural with scenes from the Dominican Republic. **(Activity 1)**
- Design and construct kites. Display them in the classroom. **(Activity 1)**
- Draw a picture and write a postcard as if it were from Juan Carlos's mother to her children, highlighting what is attractive about New York City. **(Activity 1)**
- Paint pictures of places you remember from when you were younger. Then make a collage with other students' work. You may also wish to work as a class to paint a class mural expressing students' memories of childhood places. **(Activity 5)**

Music

- Learn the song, "Madre Mía" in Spanish. Sing it in class. **(Activity 2)**
- Bring tapes of Dominican music to class. What instruments are used? **(Activity 2)**
- Interview two persons who like Dominican music. Who are their favorite singers? What type of music do they like? **(Activity 2)**
- Find out why Juan Luis Guerra's music group is called "440." Share the information with your classmates. **(Activity 2)**

Physical Education and Health

- Compare the nutritional value of a hamburger and fries with a meal of rice, beans and beef. **(Activity 4)**
- Prepare a class recipe book of nutritional meals. **(Activity 4)**
- Show your class a game played in your country. **(Activity 1)**
- Prepare a fact sheet about your favorite baseball and American football players. **(Activity 9)**
- Teach your teachers and other students how to dance the "merengue." **(Activity 2)**

IN SEARCH OF A BRIGHT FUTURE
(ENGLISH)

Assessment Form

PLEASE COMPLETE THIS FORM AND SEND IT TO US WITH YOUR COMMENTS.

1. TEACHER:

_____ grade(s)
_____ bilingual education
_____ ESL
_____ subject area
_____ special education
_____ other (specify)

ASSISTANT PRINCIPAL:

_____ grade(s)
_____ subject (s)

PRINCIPAL:

_____ elementary
_____ high school
_____ IS/JHS

CSD/H.S. SUPERINTENDENCY/CITYWIDE PROGRAM:

_____ superintendent
_____ coordinator/staff developer
_____ (specify area)
_____ deputy superintendent

_____ director
_____ (specify area)
_____ other (specify)

PARENT/GUARDIAN:
_____ children's grade(s)

2. What is your overall impression of this guide?

( ) Excellent ( ) Good ( ) Satisfactory ( ) Weak

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3. Are there any content inaccuracies? Please cite with references.

_____
_____
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_____
_____

4. Is the language of the guide clear? ( ) Yes ( ) No
If no, cite examples with page references.

_____
_____
_____
_____
_____

5. What specific additions/deletions do you recommend?

_____
_____
_____
_____
_____

Please return this form to:

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